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ABSTRACT

A systems approach for evaluating student teachers of physical education is described in this document. The evaluating device is a competency chart, consisting of 36 items categorized into three comprehensive areas of teaching competencies. Student performance in each of the 36 items is rated on scale from a low rating of one to a high rating of five. In this process each student teacher, in conjunction with the directing teacher and university supervisor, analyzes progress toward the stated competencies. A sample of the chart and brief bibliography are appended. (JD)

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A COMPETENCY CHART FOR EVALUATING STUDENT TEACHERS IN PHYSICAL EDUCATION

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A Competency Chart for Evaluating Student Teachers in Physical Education

During the student teaching experience a primary emphasis must be placed on essential competencies involved in skillful teaching. Attainment of these competencies should be a major consideration in evaluation. Self-evaluation in which the student teacher periodically reflects upon progress toward goal achievement is a vital and on-going procedure in the evaluative process. Through class observations and conferences, the directing teacher and university supervisor can assist the student teacher in analyzing personal abilities, and recognizing areas where improvement is needed.

The Department of Professional Physical Education at the University of Florida has implemented a systems approach for evaluating the student teacher. In this process each student teacher, in conjunction with the directing teacher and university supervisor, analyzes progress made toward stated competencies.

The evaluative device is a competency chart, consisting of thirty-six items categorized into three comprehensive areas of teaching competencies. Student performance in each of the thirty-six items is rated on a response scale extending from a low rating of one to a high rating of five. The final page of the instrument provides space for written statements regarding facets of the student teacher's personality, abilities, or professionalism which are not appraised in the checklist. Both student teacher and directing teacher are encouraged to express viewpoints in this part of the appraisal.

The rationale for assessing student teacher performance through a performance-based competency chart includes the following justifications:

1. The process promotes constructive interaction and communication between student and those to whom the student is accountable. Cooperative efforts by all concerned with the development of the student teacher contribute to a positive student attitude toward evaluation.

2. The self-evaluation technique contributes to the student's self-awareness and perception.

3. The realization of existing problems facilitates the improvement of teaching methods for the future.

4. The brevity and clearly understood criteria included in the competency chart contribute to administrative expediency.

5. The graduated rating scale allows for indication of degrees of competency which defines the student's abilities.

6. An objective approach to the subjective task of performance analysis results in justifiable recommendation and evaluations.

The competency chart is submitted to the university supervisor prior to the final conference. During the interview, the ratings provide a basis for discussion and recommendations. Furthermore, discrepancies between the competency ratings by the student teacher and by the directing teacher are analyzed. In addition, the university supervisor may comment on problems encountered and positive contributions made by the student. Deficient areas of performance are then cooperatively explored for improvement. Through a constructive and democratic approach, the student is helped to realize a sense of involvement in the evaluative process. Moreover, the competency chart, in conjunction with the exit interview, offers credence and objectivity to the university supervisor's subsequent written evaluation of the student teacher. Finally, university supervisors and public school directing teachers are requested to review the chart and submit suggestions for improvement at the end of each term.

Student Teaching Competency Chart

Directions: During the final week of the student teaching experience, the student teacher should self-evaluate performance in each of the competencies based on the rating scale below. Followint the self-evaluation, the directing teacher should rate the student on teaching effectiveness in each area. Competencies which were not observed or not applicable should be designated by the symbol N/O or N/A. The student teacher and directing teacher should compare and discuss the rating during the final week of the practicum. The competency chart should be submitted to the university supervisor at least one day prior to the pre-arranged final conference. Discrepancies will be discussed during the interview.

1 Little or No Competency — 2 — 3 — 4 — 5 High Level of Competency

Designate the competency level by awarding each item a number from the above continuum.

	STUDENT TEACHER	DIRECTING TEACHER
Pre-instructional Competencies		
1. Selects appropriate course content	_____	_____
2. Demonstrates skill in writing units	_____	_____
3. Demonstrates skill in writing lesson plans	_____	_____
Instructional Competencies		
4. Implements lesson plans with appropriate utilization of time	_____	_____
5. Uses a variety of appropriate instructional materials and equipment	_____	_____
6. Conducts organized inclement weather activities	_____	_____
7. Provides appropriate experiences for handicapped students	_____	_____
8. Demonstrates knowledge in the subject assigned to teach	_____	_____
9. Communicates with students in a meaningful manner	_____	_____
10. Motivates students to participate in class discussion and activity	_____	_____
11. Makes provisions for a wide range of individual differences	_____	_____
12. Identifies learning problems and implements appropriate remedial procedures	_____	_____

	STUDENT TEACHER	DIRECTING TEACHER
13. Prepares written tests that reflect instructional objectives	_____	_____
14. Prepares appropriate skill tests	_____	_____
15. Evaluates overall student performance in terms of instructional objectives at the conclusion of a unit; this should include psychomotor, affective, and cognitive domains.	_____	_____
16. Demonstrates knowledge of current significant developments, problems, trends, and innovation in physical education	_____	_____
17. Uses a preventive approach to possible discipline problems	_____	_____
18. Uses constructive measures if discipline problems arise	_____	_____
19. Demonstrates appropriate personal qualities regarding grooming and dress	_____	_____
20. Dresses appropriately for lesson presentations	_____	_____
21. Uses appropriate speech	_____	_____
22. Exhibits confidence and enthusiasm	_____	_____
23. Achieves acceptance by student, accepts students, and communicates with groups as well as with individual students	_____	_____
24. Works cooperatively with other student teachers, teachers, administrators, and other personnel	_____	_____
25. Demonstrates skill in self-evaluation	_____	_____
26. Seeks and accepts suggestions and tries to implement them when appropriate	_____	_____
General Competencies		
27. Carries out administrative policies of the school	_____	_____
28. Is aware of general and specific safety precautions and implements safe practice	_____	_____
29. Follows departmental and school policies regarding procedures in case of accidents	_____	_____
30. Attends faculty meetings and other school functions	_____	_____
31. Assumes responsibilites related to extracurricular activities	_____	_____

	STUDENT TEACHER	DIRECTING TEACHER
32. Shows efficiency in compiling school resports and records		
33. Submits all written materials on time		
34. Submits required university and college materials to the appropriate office by the deadline		X
35. Devises a unique contribution or conducts a special activity beneficial to the program		
36. Attends college seminars		X

PLEASE COMMENT ON ANY TRAITS THAT ARE NOT COVERED IN THE ABOVE.

We have reviewed the Student Teaching Competency Chart in conference on _____.
(Date)

_____
(Signature - Student Teacher)

_____
(Signature - Directing Teacher)

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